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ABSTRACT

Prepared by the District of Columbia Street Law Project for its 20th annual city-wide mock trial competition, this instructional handout provides the material for a mock civil trial over educational malpractice. Chris Moss, a senior at Metro City Senior High School, has been enrolled in Metro City's schools since entering kindergarten and has progressed from grade to grade at least minimally passing all classes. Because of extremely weak basic skills in reading, writing and arithmetic, Chris has faced difficulties in finding and holding jobs. Chris charges the school district with educational malpractice for failing to provide him with basic skills. The school district claims that it has met its duty to provide educational opportunities for students. The handout clarifies the laws and explains the legal precedents. As evidence, the handout provides job applications and skill evaluation forms filed by Chris; records of his grades; and witness statements from Chris, an educational specialist, an office manager of a firm that fired Chris, the district superintendent, a teacher, and a student from Metro City Senior High School. Through participation in mock trials and analysis of the activity, students gain an insider's perspective on courtroom procedure and a basic understanding of the legal mechanism through which society resolves its disputes. Mock trials develop critical analysis, questioning and listening skills, and skills in preparing and organizing materials. (JD)

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OFFICIAL 1991 MOCK TRIAL MATERIALS

FOR THE
TWENTIETH ANNUAL
DISTRICT OF COLUMBIA
PUBLIC SCHOOLS
MOCK TRIAL PROGRAM

CHRIS M.

v.

DR. TERRY PREECE AND METRO CITY UNIFIED SCHOOL DISTRICT

ED 378 127

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CO 024 671

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CHRIS M. v. DR. TERRY PREECE AND METRO CITY UNIFIED SCHOOL DISTRICT

Statement of Stipulated Facts

Chris Moss lives at 2300 14th Street in Metro City, in the state of Newcal, and is a senior at Metro City Senior High School. Metro City is a public school within Metro City School District. Chris has been enrolled in Metro City's schools since entering kindergarten at the age of five. Chris has progressed from grade to grade and has always at least minimally passed all classes. Chris has never been tested for any learning disabilities, and the standardized test scores indicate an average student. Chris is scheduled to graduate on time and receive a high school diploma at the end of the school year.

Chris' basic skills in reading, writing and arithmetic are extremely weak. The basic skills Chris possesses are so poor that Chris finds it difficult to function adequately in society. Chris has difficulty reading simple books, the newspaper, a menu in a restaurant, writing a simple letter or making sure correct change is given by a store.

Chris has applied for several jobs during the past year and a half and has been unsuccessful in finding and holding a job. Chris has had difficulty in filling out job applications due to poor reading and writing skills. Prospective employers feel Chris cannot handle minimal responsibilities in a job. Chris has also been looking for a full-time job to begin after graduation and has not been able to find one. Chris and Chris' mother believe the inability to find employment is directly related to a lack of basic academic skills.

Claims and Defenses

Chris, through Chris' mother, is suing the Metro City School District for educational malpractice. Educational malpractice is not widely recognized, but is emerging as a new cause of action in jurisdictions. Chris claims the school district has negligently failed in its statutory duty under Newcal Education Code Sections 2097, 2098 and 2099 to educate Chris in the basic academic skills. Chris claims the school district has a statutory duty to educate students and to meet the individual needs of students in the school district and has failed to do so in this case. Since Chris has not acquired the basic skills necessary to succeed in society, Chris is unable to find employment and will be unable to provide for basic needs in the future.

The school district claims it has met its duty, which it describes as providing educational opportunities for students enrolled in the schools. Chris had the opportunity to attend

school and was exposed to the same educational opportunities as other students who were able to learn and master basic academic skills and more. In addition, the school district states there is no proof that the schools are responsible for Chris' failure to learn, as there are many outside factors that contribute to a student's inability to learn.

Relief Requested

Chris is asking the court to make a finding of educational malpractice and grant injunctive relief. The school district should be ordered to develop a program and policies that meet the needs of individual students so all students graduate from senior high school with at least the ability to perform basic academic skills. In addition, the plaintiff is requesting the sum of $20,000 to pay for an individual tutor who would help bring Chris' academic skills up to par, plus attorney fees and court costs.

The defendants are asking the court to find there was no educational malpractice on the part of the defendants and to deny the injunctive or monetary relief sought by the plaintiff.

Witnesses for the Plaintiff
Chris Moss, Plaintiff
Dr. Gerry Stein, Education Testing Specialist
Sydney Payne, Office Manager, Bowers & Jenkins law firm

Witnesses for the Defendant
Dr. Terry Preece, School Superintendent
Leslie Brown, teacher, Metro City Senior High School
Alex Lloyd, student, Metro City Senior High School

Applicable Law

RELATED STATUTES

Newcal Educ. Code Section 2097: Proficiency Standards for Students

Each school district shall develop proficiency standards which shall include, but need not be limited to, reading comprehension, writing and computation skills in the English language, necessary to success in school and life experience, and shall be such as will enable individual achievement to be ascertained and evaluated. The standards shall be directly related to the district's instructional program.

Newcal Educ. Code Section 2098: Analysis of Individual Needs and Potential

The competent educator shall use or promote the use of appropriate diagnostic techniques to analyze the needs and potential of individuals. Among the techniques to be considered are personal observation, analysis of individual performance and achievement, and specific performance testing.

The competent educator shall use the results of evaluations for planning and program modification, and share the results of evaluation with affected parties.

Newcal Educ. Code Section 2099: Instructional Procedures

Each competent educator shall create an atmosphere that encourages learning, use procedures appropriate to the designated task, and encourage expression of ideas, opinions and feelings.

Each competent teacher shall create interest through the use of appropriate materials and consider the individual interests and abilities of students.

Each competent administrator shall support the process of learning by providing appropriate and reasonable materials and equipment and by making reasonable assignments of tasks.

CASE LAW*

Jane Smith v. Charlotte School District, 65 A.2d 54 (1988)

Student sued the school district for failing to educate her in the basic academic skills. She graduated from high school with the inability to fill out a job application or do simple mathematical computations. Statutes in the state required school districts to provide analysis of students' individual needs and to develop learning programs which meet these needs. In addition, the state provided for certification of teachers and viewed them as professionals. The court made a finding of educational malpractice based on the school district's failure to meet the requirements of the statutes. The court stated "... public educators are professionals. They hold themselves out as possessing certain skill and knowledge with some minimum degree of competence. In addition, like other professionals, they must often make educated judgements in applying their knowledge to specific individual needs. As professionals, they owe a professional duty of care to children who receive their services and a standard of care based upon customary conduct is appropriate. There can be no question that negligent conduct on the part of a public educator may damage a child by inflicting psychological damage and emotional distress. Moreover, since public educators purport to teach, it follows that some causal relationship may exist between the conduct of a teacher and the failure of a child to learn. Thus, it is possible to maintain a viable tort action against such professionals for educational malpractice."

John W. v Broad School District, 54 Cal. App.3d 822 (1988)

The student sued the school district for failing to educate him because he graduated from high school reading and writing on only a sixth grade level. The court would not entertain any action for educational malpractice, stating "the achievement of literacy in the schools, or its failure, is influenced by a host of factors which affect the pupil subjectively, from outside the formal teaching process and beyond the control of its ministers. These may be physical, neurological, emotional, cultural or environmental. They may be present but not perceived. School authorities may not be able to recognize them nor can schools be held responsible for the failure of parents or the students themselves."

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* These are fictitious cases which may be used in the mock trial. It should be assumed they are not from Newcal and not binding on this Court.

Witness Statement
Chris Moss, Plaintiff

My name is Chris Moss. I am seventeen (17) years old and a senior at Metro City Senior High School. I live at 2300 14th Street in Metro City, Newcal. I live with my mother and younger brother in a one bedroom apartment. My mother has always worked fulltime for an office cleaning company in order to support us. When I was younger I would stay with a neighbor, Mrs. Jones, after I came home from school until my mother returned from work. Mrs. Jones has seven children of her own, so it was no big deal for her to have me over at her house. When I turned eleven my mother let me stay by myself. I didn't need anyone looking after me. Lots of nights my mother doesn't get home until late. She tries to put in a lot of overtime because we need the money.

I've always gone to public schools in Metro City. I don't particularly mind going to school. My attendance at school was very good in elementary school. I did miss some school in junior high and high school, like all kids do, but it didn't have any impact on my grades. I still passed all my classes.

Most of my classes have been pretty boring. My teachers don't seem very competent. Usually they just lecture to us. They keep giving us a lot of information, but don't really get us involved or check to see if we understand. Sometimes they'll have a student read something from the book and then ask us questions about it. Even though I can't read, that never bothered me. If I got called on to read, I would just say, "I'd rather not." I could always answer the questions when someone

else read the paragraph. Before an exam the teachers usually hold a review session. This would be really helpful because I could memorize exactly what they wanted me to know the night before the test and then forget it right away. I even memorized key words so I would know what answers to put where. I never understood the written material but the review sessions helped me pass the tests.

I heard there was a new reading program being offered at the high school a couple of years ago, but I figured there was no point in going. It was early in the morning and I don't like to get up too early. Also, I had trouble reading, so what was the point in going to school and sitting in a room with a lot of other students and trying to read a book. I spoke to a couple of friends about the program and it sounded dumb and boring.

In math class I learned how to add, subtract, multiply and divide, but I never had to use the skills in real situations. I didn't learn any practical skills like giving change or balancing a checkbook. In lots of math classes we were allowed to use calculators, so I didn't even have to memorize basic math facts.

I know I'm not the brightest student in school, but I do try to do my work. I enjoyed my social studies class with Leslie Brown last year, especially the mock trial. I learned a lot in her class. Sometimes the assignments don't make much sense to me. Once when I asked for help the teacher was too busy. I don't like to ask my mother for help. She's usually tired when she comes home from work and doesn't have the energy to look at

my schoolwork.

My mother always looked at my report card and since I have always passed all my classes, she was pretty happy with the way I was performing in school. I wasn't planning to go on to college, but I thought I would get a job, save some money and then get a place of my own. It always feels crowded in our apartment and I would like some space to call my own.

I started looking for a part-time job last year. Before that I had to watch my younger brother and couldn't work after school. I went to some of the fast-food stores, the supermarkets, department stores, and other neighborhood stores to see about a job. I thought I could work in one of those places because I have friends with jobs there. The first place I went I had a lot of trouble filling out the job application. I couldn't read all the questions they asked and ended up answering the questions wrong. I felt like a real dummy. After that I tried to take the application home with me so I could have a friend help me fill it out and then send it back.

I did get hired by Hamburger King last year. I worked there for about a month. For some reason, while I was working there the new computer cash registers kept going out. We had to figure out the amount of change each person should get from their purchase. I couldn't figure out the right amount of change. People would get impatient while I was trying to figure it out. A couple of people took advantage of me and demanded more money than they were supposed to get. I ended up being short a number

of nights. The manager caught me giving too much money back and got really angry and fired me. I can't blame him for firing me. I know the store can't afford to lose money all the time.

A couple of employers I talked to seemed to really like me. They said if I could improve my reading and writing skills they would hire me. I really wanted the job at Bowers and Jenkins and tried hard to do well on the application. It seems to me since I always tried in school and passed all my classes I should be able to get a job. I went to school most of the time and did my homework sometimes. No one does their homework all the time. There are too many other things to do like parties, movies, and football games.

My mother is really upset. She had no idea I couldn't read. My grades in school were always okay (mostly Cs) so she figured I must have been doing fine. The school should have made sure I could read and write before they passed me on from grade to grade. Now I don't even have the skills needed to get a lousy job. How am I going to be able to support myself later on? I can't count on my mother to support me forever.

Witness Statement
Dr. Gerry Stein, Education Specialist, for the Plaintiff

My name is Dr. Gerry Stein. I have a B.A. degree in elementary education, a masters degree in supervision in education, and a doctorate in education, specializing in curriculum development. I was a teacher for 10 years, a principal for four years and superintendent for curriculum development for two years in Lake City, Newcal. I moved to Metro City two years ago and applied for a similar job, but Dr. Preece didn't hire me for the position, so I have been doing private consultation with individuals and school districts since that time. The plaintiff is paying me $1,000 for my testimony.

I spent about four hours interviewing and testing Chris' basic skills. Although the test scores indicate Chris is below grade level at this time, Chris is intelligent and could have learned if Chris was taught properly in school. A curriculum must meet the needs of all the students and help them reach their potential.

I also spent a great deal of time reviewing written policies and procedures of the school district and have found them lacking. The district is not meeting the needs of individual students and their families and is not following all of its policies. The district has a policy in regard to attendance. If a student is out, the parent is supposed to be called in the morning to find out why the student is not in school. The student is supposed to return to school with a note from the parent or a doctor. When Chris' attendance started to decline in

junior high school, the school should have checked the situation out. No one from the school contacted Chris' mother to find out why Chris was missing school. There is no record of anyone calling Chris' mother to find out the reasons for Chris' nonattendance.

In addition, when Chris missed the eighth grade standardized tests, the school should have arranged for Chris to make them up. If the school district believes in giving standardized tests as one means of evaluating students, then the schools should be sure all students take the tests. Perhaps if the school had given Chris the test in eighth grade they might have noticed Chris' reading ability had dropped.

Although Chris passed all classes, it should have been clear that the basic academic skills needed to be successful were beyond Chris' ability. Evaluation techniques should be supportive of the goals the school district is trying to accomplish. Since all students should graduate from high school with a proficiency in the English language, any evaluation program that does not pick up a student lacking these skills is not meeting its purpose. Several teachers informed me they had been instructed by the principal of the school to pass students who had questionable grades. They were told the students needed to be moved on so they could get an education. Students don't get much of an education if they don't have a foundation to build on.

Metro City School District needs to change its curriculum

and policies. It should develop a curriculum that has input from teachers, parents and students. If everyone participates in the planning of the curriculum, it is more likely to meet their needs and they will have a larger stake in making sure it will work. Individual evaluations should be done for each student, based on the evaluation, an individual learning plan should be developed that meets the needs and learning styles of the individual students. Evaluation should then be based on the plan and the results of the evaluation should be provided to the parents and students. The current evaluation system in the Metro City schools consists of standardized tests in fifth and eighth grades and report cards issued four times a year. As far as I can tell, there is no mechanism in place to make sure all students are given the standardized tests. Also, there is no guarantee students or parents pay attention to the report cards. Follow-up should be done with parents whose children are in trouble in school.

The reading program should be redesigned to include these elements: (1) developmental reading - systematic, sequential instruction that begins in the preschool years and continues through high school; (2) functional reading - practice using reading to solve problems in widely diverse school and other life areas; (3) independent/recreational reading - time and materials to foster lifetime reading habits ; and (4) corrective/remedial reading - help for children who need it for either poor skills, habits or attitudes.

There is no good reason Chris could not learn. Chris is an intelligent, personable and verbal student and has the capability to learn. The school system just failed to educate Chris and should be held accountable.

Witness Statement
Sydney Payne, Office Manager, Bowers & Jenkins

My name is Sydney Payne and I live at 4433 Foxhall Drive, Metro City. I've lived in Metro City since I got married 20 years ago. I have two children: Bobby who is 15 years old and Janie who is 11 years old. When we bought our house we looked for a house in a neighborhood with a lot of kids and schools in the area. The elementary school is one block away and the junior and senior high schools are less than ten blocks away. I think education is really important, but I didn't realize at that time that public schools just aren't that good. That's why I've sent both of my kids to private school. I went to public school and when I compare the education I received with the type of education my friends got who went to private school, I know I missed out. I make good money in my job and decided to have my children go to private school. I want them to get the best education possible.

I am the office manager for Bowers & Jenkins law firm in Metro City, Newcal. In that role I am responsible for interviewing, hiring and training all new personnel. Right now we are getting ready to expand our operation from twenty to thirty people. We are now taking on a great number of part-time people, and in about six months we will be having many of them on full time. Chris Moss came and applied for a mailroom position when news got out about our expansion. I really like Chris a lot. Chris has a great personality and is the type of individual who would get along great with the other employees. I was

disappointed when I looked at Chris' job application. It was clear Chris had difficulty filling it out. Chris' writing and reading skills are not that good, and Chris could not adequately deal with our important mail functions. I also found out Chris was fired from Hamburger King because Chris kept messing up the change being given to customers. I need someone who has at least basic academic skills. Applicants don't need to be college material, but they do need some basic smarts. Lots of our employees move up the ranks to supervisory positions. Chris wouldn't be able to do that. I doubt Chris would even be able to do the basic operations required for the mailroom job.

We don't have any employees working at Bowers & Jenkins who have gone to Metro City public schools. When I first started working for Bowers & Jenkins I hired three people who lived in Metro City and had graduated from Metro City Senior High School. One person quit working after two months on the job. He got tired of the commute. They were also weak in reading and writing skills. It's no fun having to train someone who leaves the job so soon. I had to fire one of the other workers because she couldn't handle the job responsibilities. The other person moved to another law firm where he is paid more money. He's been working out fine.

Witness Statement
Dr. Terry Preece
School Superintendent, Metro City School District

My name is Dr. Terry Preece and I am the Superintendent of Schools for Metro City School District. I have a Ph.D. in Education and Supervision and have been superintendent for the district for the past 12 years. Prior to that time I was assistant superintendent for 7 years, a curriculum specialist for 3 years, a principal of the senior high school for 4 years and an English teacher for 5 years. All my work experience has been with the Metro City School District.

I'm very proud of our school district. We have a good, traditional educational system. Most of our teachers have been with the school district for over 15 years and they know their job very well. From kindergarten through twelfth grade, the students are exposed to a well-rounded curriculum. The basics, such as reading, writing and arithmetic, are taught. We also have strong social studies, science and vocational training programs. Three years ago we implemented a program in which all students in the district read for the first hour of every school day because we feel it is so important. In elementary school the students read from the basal reader series. In junior and senior high school they do independent reading, since by that time they have the basic skills for reading and we are concentrating on comprehension and increasing their joy of reading. In junior and senior high school the students don't get a grade for the reading class and several of the schools offer the class the hour before

school officially begins. However, there are enough teachers available for all the students who want to participate in the program. Maybe if Chris had not been so lazy and had participated in the reading program, Chris' skills would be better. Alex Lloyd is also a student in the twelfth grade and has been attending Metro City schools since kindergarten. Alex did participate in the program and doesn't have any difficulty with reading skills. The program has been successful, as demonstrated by the fact that the reading test scores have gone up for those students who have participated in the program. The average increase for students was a whole grade level.

We have a set curriculum in all subject areas that is used district-wide. Each school has some flexibility in adding to the curriculum, but it does act as a guideline and must be followed at a minimum. I'm proud to say that when I was the curriculum specialist for the district, I designed the English (which included reading) curriculum we are still using.

Our math curriculum includes the basic skills students need. They learn how to add, subtract, multiply and divide. In the more advanced classes they also learn algebra, geometry and trigonometry. We may not teach things like how to make change, but that's something the students should be learning at home from their parents.

We do offer a one-semester course in the high school called Life Skills. In this class students learn how to fill out a job application, go on job interviews, balance a checkbook and

maintain a family budget. Chris took this class, but received a D. Chris was absent from the class quite a bit. Maybe if Chris had attended the class every day there wouldn't have been this problem with filling out job applications.

Evaluations of students are done in several ways. Report cards are distributed four times a year and deficiency notices are sent to all parents mid-quarter if their child is failing a class. Report cards in elementary and junior high school must be returned to school signed by the parent(s). In the senior high we mail the report cards to the home. Parent/teacher conferences are held twice a year. We close the schools for a day and parents can sign up for a conference with the teacher during the school day. We also have an open house at all the schools within six weeks of the opening of school. This is held in the afternoon and parents get to see what their children's classes are actually like.

Parents are encouraged to visit the school and talk to the teachers at any time. Of course, we can't pull teachers from the classroom to talk to parents, but we do take messages and teachers will call parents back. We feel it's important for the family to take some of the responsibility of their child's education, so we encourage parents to be actively involved in the schools. We use parent volunteers and they do fundraising for the schools. We don't have much patience for these parents who just send their kids to school without checking what's going on. They are just so irresponsible.

We also evaluate the students with standardized tests that we administer in the fifth and eighth grades. Chris' scores in fifth grade were barely at grade level. In eighth grade Chris missed the exams due to declining attendance and the tests were never made up. Chris and Chris' mother, through a written notice, knew it was Chris' responsibility to make up the test after school within 30 days, but they did nothing.

Chris Moss has a fairly decent record in school. Chris received satisfactory grades in elementary school and Chris' attendance was good. In junior and senior high school Chris started to miss quite a bit of school and Chris' grades seemed to reflect this fact. Although Chris passed all classes, it was with low grades. A concerned parent should have been at the school questioning what was happening. Chris' mother never came to the school.

Alex's attendance has been good all through school. Alex has barely missed any classes. If Alex was absent there was always a note from home upon return to school. This way it was an excused absence. In elementary school Alex received satisfactory grades and passed all classes in junior and senior high school. Alex has been present for all standardized tests and has continuously performed at grade level.

We clearly cannot do the job of educating our youth on our own. It has to be a team effort. Students need to work hard in school and parents need to participate in their child's education or the system won't work. It is not the school's job to get

Chris a job. The best we can do is provide the opportunity to learn. You can't say the schools have failed Chris, but rather that Chris and Chris' mother must take responsibility for low grades and lack of academic ability.

Witness Statement
Leslie Brown,
Teacher, Metro City Senior High School

My name is Leslie Brown. I have a B.A. degree in secondary education and I am certified to teach English and Social Studies in the state of Newcal. I have been a teacher in the Metro City School District for the past four years. I teach social studies at Metro City High School. Chris Moss was in one of my social studies classes last year.

In my classes I try to meet the individual needs of students. I like to see students reach their potential. For that reason my classroom activities are designed to help students succeed. We do a lot of small group activities, role-plays, mock trials, discussions and debates. I have students in the class at various levels. Some have difficulties with reading, others with writing, and others lack verbal skills. I try to set up the activities so all students can participate regardless of what level they are on. For example, before we do a role-play, I'll have a good student read parts out loud. This way, if students aren't capable of reading the material, they can still know what is going on.

I do the same things with evaluations. There are several components to a student's grade. Attendance, class participation, homework, test scores and alternative grade activities all make up the grade. I give homework assignments on a regular basis. Students receive credit for just handing the homework in. A good job on the homework gets extra credit. I

don't penalize those students who do not their homework correctly. I want to encourage them to at least try and do their homework.

Tests are made up of multiple choice, fill in the blank, true/false, short answer and essay questions. Before each test I have a review of the material that will be covered by the test. In addition, I read the questions from the test out loud so I can be sure all the students understand the questions. A student can pass the test if he or she gets all the multiple choice, true/false, fill in the blank and short answer questions right.

Sometimes I don't give a regular exam for student grades. I use alternative grading methods. For example, often the students get to participate in a mock trial. They have to prepare for it and I grade them on their preparation and their actual participation. I give the students a sheet that indicates how I will grade them on each aspect and what skills I am looking for in their work. This gives students an opportunity to pull up their grades if they don't do well on tests.

The school's policy is to pass students whenever possible. The principal gives a pep talk at the beginning of each school year. We are told all students should be helped to meet their potential. Our learning program and evaluation system should be designed to help students progress to the best of their ability.

Chris is a very personable and likeable student. Chris often participates in class and offers good ideas in class discussions. I would have liked to see Chris do more homework,

but at least Chris was usually in class and participated. Chris has opinions about everything and never hesitates to voice them. It adds a lot to the class.

Chris isn't a very good test taker; his written work was poor and the test grades reflected this. Most of the grades were Ds and there were a couple of Cs. However, Chris did do well on special projects. Last year Chris was a witness in our mock trial and in the citywide competition won an award for best witness. If the work is interesting and someone works with Chris, the level of work produced is very good.

Witness Statement
Alex Lloyd, Student, Metro City Senior High School

My name is Alex Lloyd and I am 17 years old. I am a senior at Metro City High School and have been attending Metro City public schools since I was five. I live with my mother and stepfather in a two-bedroom apartment at 2300 14th Street, Metro City. My mother and stepfather both work. They do take time to check my schoolwork and usually at least one of them goes to the school for parent teacher conferences and open houses.

My attendance at school is very good. My mother doesn't let me stay home from school. Sometimes I don't feel like going, especially when its snowing or something, but I know I would be in a lot of trouble if I didn't go to school.

My school average is about a C. I could probably do better but I only work hard in those classes I really like. I have been going to the reading program that was started three years ago. I was encouraged to do so by Ms. Gomez, the school counselor. She said my reading scores on my eighth grade standardized tests were low. It seems to have helped my reading ability. My reading level has increased and schoolwork has become a little easier.

I started working on the weekends and after school last year. I wanted to get some work experience so it would be easier for me to get a job after I graduated from school. I've been working in a department store that offered me a full-time job when I graduate. I didn't have any problems getting a job. I took my time and carefully filled out the job application at several places. When I took the Life Skills course at school I

learned how to handle myself in an interview. That made it easier when I went to apply for real jobs.

Chris and I used to be good friends. We've known each other for a long time but we hang out with different crowds. Chris likes to party a lot and doesn't always go to school. If I stayed out of school as much as Chris or didn't do my homework like Chris, my mother and stepfather would kill me. They would never let me get away with stuff like that.

It's important to go to school. You get a chance to do extra stuff when you're at school all the time. For example, there's a trip coming up this Spring to Williamsburg, Virginia, and I was one of ten students selected because of good attendance. We're going to visit historical landmarks, go to an amusement park, visit a college campus and get to go to a big party. It really sounds like fun.

BOWERS & JENKINS
6430 Placida Boulevard
Suite 300
Metro City, Newcal 00011

JOB APPLICATION

PART I: Personal Information

FULL NAME: Chris Moss		
ADDRESS: 2300 14th Street		
CITY: Metro City	STATE: New ca/	ZIP: 00100
SOC. SEC. #: 105-85-9738	DATE OF BIRTH: 3/20/73	
TELEPHONE: 337-3777	POSITION DESIRED: Mail Clerk	

List highest educational level you have attained and list all schools that you have attended:

Highest Educational Level Attained: 12th grade

Schools Attended: Metro Central Hi Shool
Metro Central Jr. Hi Shool
Metro Grade Shool

What was your grade point average at each of the schools you listed?

C-
C
C+

List your previous four jobs:

Hamburger King, casheer

What special skills do you possess?

What days and what hours are you available to work?

Mon to Fri
9 to 5

How did you find out about this position?

Newspaper

PART II: Skills Evaluation

Alphabetize the following by last name:

James Ingram, Sally Rodant, Graham Chapman, Loretta Rodriguez, Trevor Roe, Ellen Moss, Justin Fuller, Rick Brooks, Alexander Mars, Marc Elias, Garland Chappman, Corey Lawton, Thomas Healy, Mike Montana, Cindy Alexander

James Ingarm
Sally Rodant
Graham Chapman
loretta Rodriguez
Trevor Roe
Ellen Moss
Justin Fuller
Rick Brooks
Alexander Mars
Mark Elias
Garland Chappman
Corey Lawton
Thomas Healy
Mike Montana
Cindy Alexander

Organize the following zip codes numerically:

02210, 14211, 20001, 92069, 01224, 10012, 13323, 14321, 13598, 48201, 96065, 22201, 20036, 12350, 14222, 22301

02210
01224
14211
10012
13323
14321
13598
12350
14222
20001
22201
20036
22301
48201
92069
96056

Please solve the following problem.

Imagine that you are responsible for placing a postage stamp on each piece of mail that goes out of the mail room. You receive: three letters from Mr. Hundleby's office, four from Mr. Thompson, seventeen from Mr. Jareau, six from Ms. Harrison, and one from Mrs. Jones.

Before you have stamped these letters, Mr. Jareau rushes into the mail room to say that he did not want to send four of his letters and takes these letters back to his office.

How many stamps do you need?

~~27~~ 31 30

METRO CITY UNIFIED SCHOOL DISTRICT
REPORT OF PUPIL PROGRESS
HIGH SCHOOL GRADES 5 - 12

Pupil: Chris Moss	School: Metro City
I.D. Number: 105-85-9738	Grade: 5
School Year: 19 83 - 19 84	

GRADING SCALE:

A	B	C	D	U
100-93	92-85	84-78	77-70	Below 70

Dear Parent,
You are encouraged to confer regularly and maintain close contact with your child's teacher.

SUBJECT	ADVISORY ONE	ADVISORY TWO	ADVISORY THREE	ADVISORY FOUR
SCIENCE	B-	B-	B	C+
MATHEMATICS	C+	C+	C	C
SOCIAL STUDIES	B-	B	B	B+
ENGLISH	B-	C	C-	C
READING	B-	C+	C+	C+
HEALTH / PHYS. ED.	B-	B-	B	B-
ART	A	B	B	A
MUSIC	C+	C+	C+	C+

ATTENDANCE RECORD	ADVISORY ONE	ADVISORY TWO	ADVISORY THREE	ADVISORY FOUR
TIMES TARDY	1	1	0	1
DAYS ABSENT	0	1	0	0

Teacher Comments: (Advisory 1):	Teacher Comments: (Advisory 2):
Teacher Comments: (Advisory 3):	Teacher Comments: (Advisory 4): Chris has been doing very well in school but seems to have difficulty with reading

STANDARDIZED TEST SCORES
IOWA TESTS: 5th Grade 4.0 8th Grade _____

METRO CITY UNIFIED SCHOOL DISTRICT
REPORT OF PUPIL PROGRESS
HIGH SCHOOL GRADES 9 - 12

Pupil: Chris Mass	School: Metro City
I.D. Number: 105-85-9238	Grade: 8
School Year: 1986 - 1987	Marking Period:

GRADING SCALE:

A	B	C	D	U
100-93	92-85	84-78	77-70	Below 70

Dear Parent,
You are encouraged to confer regularly and maintain close contact with your child's teacher.

SUBJECT	ADVISORY ONE	ADVISORY TWO	ADVISORY THREE	ADVISORY FOUR
SCIENCE	C-	C+	C	C+
MATHEMATICS	C	C	C	C
SOCIAL STUDIES	C+	C	C+	C
ENGLISH	D	D	C	C
READING	C+	C+	C	C-
HEALTH / PHYS. ED.	B	C+	C	B
ART	B	B	B+	B
MUSIC	C	C-	C	C+

ATTENDANCE RECORD	ADVISORY ONE	ADVISORY TWO	ADVISORY THREE	ADVISORY FOUR
TIMES TARDY	1	1	2	1
DAYS ABSENT	2	4	5	10

Teacher Comments: (Advisory 1):	Teacher Comments: (Advisory 2):
Teacher Comments: (Advisory 3): Chris did not appear for the standardized test and needs to make it up within 30 days.	Teacher Comments: (Advisory 4):

STANDARDIZED TEST SCORES
IOWA TESTS: 5th Grade 4.0 8th Grade _____ 12th _____

METRO CITY UNIFIED SCHOOL DISTRICT
REPORT OF PUPIL PROGRESS
HIGH SCHOOL GRADES 5 - 12

Pupil: Chris Moss	School: Metro City
I.D. Number: 105-85-9738	Grade: 11
School Year: 19 89 - 19 90	

GRADING SCALE:

A	B	C	D	U
100-93	92-85	84-78	77-70	Below 70

Dear Parent,
You are encouraged to confer regularly and maintain close contact with your child's teacher.

SUBJECT	ADVISORY ONE	ADVISORY TWO	ADVISORY THREE	ADVISORY FOUR
SCIENCE	D+	D	C-	D+
MATHEMATICS	C-	D+	D	D+
SOCIAL STUDIES	C	C	A	C
ENGLISH AND READING	D	D	D	D+
LIFE SKILLS	C	C+	C+	C
HEALTH / PHYS. ED.	B	B-	C+	C+
ART	B	B	B-	B
MUSIC	C	C	C-	C

ATTENDANCE RECORD	ADVISORY ONE	ADVISORY TWO	ADVISORY THREE	ADVISORY FOUR
TIMES TARDY	10	3	7	3
DAYS ABSENT	7	7	10	12

Teacher Comments:(Advisory 1): Chris was absent from class too many times this semester. The grades suffered as a result.	Teacher Comments:(Advisory 2): Chris has trouble completing the reading assignments.
Teacher Comments:(Advisory 3):	Teacher Comments:(Advisory 4):

STANDARDIZED TEST SCORES
IOWA TESTS: 5th Grade 4.0 8th Grade _____